



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5535 N 67th Ave, Glendale, AZ 85301

Glendale Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing  
2004-05 Performing Plus  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mrs. Diane Marie Pesch  
Schedule : 07:30 AM to 04:30 PM  
Grades : 4-8  
Web Address : [www.gesd40.org](http://www.gesd40.org)  
Phone Number : (623) 842-8260  
Fax Number : (623) 842-8336  
E-mail : [dpesch@gesd40.org](mailto:dpesch@gesd40.org)

### Mission

All students, given the time, care, and support from parents, educators and community, will become active lifelong learners, contributing to an ever-changing world.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Not Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 Warning Year  
2004-05 N/A  
2003-04 Out of Improvement

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü All students will increase reading scores on AIMS in 2006. Our targeted areas of improvement are elements of literature and persuasive text.
- ü All students will increase math scores on AIMS in 2006. Our targeted areas of improvement are mathematical structure/logic and discrete mathematics.
- ü All students will increase writing scores on AIMS in 2006. The targeted areas of improvement are sentence fluency and conventions.

### Enrollment

October 1, 2005 School Year Student Enrollment : 828  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 7

### Instructional Programs

- Ü Inclusive Gifted Services
- Ü Special Education Classes
- Ü Tutoring
- Ü ELL Immersion Program

### Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/1/2005
Last Day of School :	6/7/2006

### Shared Responsibilities

#### School

The school's responsibility is to provide a healthy and safe environment, communicate student progress and needs, and provide a child-centered instructional environment that is aligned with state and federal standards.

#### Parents

Parents are expected to provide experiences that will support district standards. They will make sure that their child attends school on time, wears the school uniform, attends parent/teacher conferences, encouragement, be a positive role model, and maintain positive communications with the school.

### Transportation Policy

For regular education, transportation services are provided for students residing farther than one mile from school or in areas where hazardous conditions exist. Special education transportation services are provided as required.

### School Honors

#### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Rodel Foundation Nominees	2005
Ü Rodel Foundation Nominees	2006
Ü Disney Teacher of the Year Nominees	2004
Ü Top Three Title I Schools in State for AIMS Achievement	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	238	1550	80147	100	100	99	453	458	482	24	21	11	25	25	17	41	43	49	10	12	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	116	757	39281	100	100	99	452	458	483	25	19	9	27	27	17	39	43	50	9	11	24
Male	121	792	40780	100	100	98	454	457	482	24	22	12	24	23	17	42	43	48	10	12	24
African American	11	143	4249	100	100	99	432	448	464	45	26	17	9	24	22	45	43	48	NA	8	13
Hispanic	191	1083	33494	100	100	99	453	454	466	25	23	15	26	26	23	39	41	49	10	10	14
Asian/Pacific Islander	NC	37	2103	NC	97	99	NC	488	515	NC	14	4	NC	11	8	NC	46	44	NC	30	45
American Indian/Alaskan Native	NC	35	4117	NC	97	96	NC	466	456	NC	9	19	NC	23	27	NC	60	46	NC	9	8
White	29	251	36122	97	100	99	461	473	501	10	13	5	31	22	10	52	46	50	7	20	35
Students with Disabilities	29	220	10295	100	100	92	434	423	443	52	52	33	14	22	26	28	20	33	7	5	8
Students without Disabilities	209	1330	69852	100	100	100	456	463	488	21	16	7	27	25	16	43	46	51	10	13	26
Limited English Proficient Students	118	521	12722	100	95	97	441	442	441	31	30	27	31	29	33	31	35	37	7	6	3
Migrant Students	NC	22	622	NC	100	97	NC	444	454	NC	23	19	NC	41	30	NC	27	43	NC	9	8
Economically Disadvantaged	196	1192	38371	99	99	97	452	452	465	24	24	15	26	26	23	40	41	49	10	9	13
Non-Economically Disadvantaged	42	358	41776	100	100	100	457	476	498	24	11	6	24	20	11	43	50	49	10	19	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	238	1551	79686	100	100	98	437	444	470	26	22	11	38	35	24	34	40	57	2	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	116	757	39163	100	100	99	441	449	475	27	18	9	33	35	22	39	43	60	2	3	10
Male	121	793	40438	100	100	97	433	439	465	26	26	13	42	35	25	30	37	54	2	2	7
African American	11	142	4228	100	100	98	434	441	458	36	23	15	36	36	28	27	40	53	NA	1	4
Hispanic	191	1083	33299	100	100	98	435	439	452	28	25	17	38	37	32	33	36	47	1	2	3
Asian/Pacific Islander	NC	37	2097	NC	97	99	NC	459	490	NC	19	5	NC	22	13	NC	54	68	NC	5	14
American Indian/Alaskan Native	NC	35	4087	NC	97	96	NC	451	446	NC	9	16	NC	43	38	NC	43	44	NC	6	2
White	29	253	35914	97	100	98	453	462	489	10	13	5	41	27	15	45	54	67	3	6	14
Students with Disabilities	29	222	9808	100	100	87	400	408	432	72	56	35	10	26	32	14	17	30	3	1	3
Students without Disabilities	209	1329	69878	100	100	100	442	450	475	20	17	8	42	36	23	37	44	61	1	3	9
Limited English Proficient Students	118	521	12594	100	95	96	421	425	422	38	36	34	42	39	45	20	24	21	NA	1	0
Migrant Students	NC	22	611	NC	100	95	NC	433	439	NC	27	22	NC	41	39	NC	32	37	NC	NA	2
Economically Disadvantaged	196	1191	38095	99	99	97	437	439	452	27	25	17	38	37	32	34	37	48	2	2	3
Non-Economically Disadvantaged	42	360	41591	100	100	99	439	461	486	26	14	6	38	29	16	33	51	65	2	6	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	238	1544	80372	100	100	99	449	458	475	7	6	4	46	41	30	47	53	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	117	757	39452	100	100	99	460	469	488	7	4	3	36	34	22	57	62	72	NA	1	3
Male	120	786	40836	100	100	98	439	447	464	8	8	6	56	48	37	37	44	56	NA	1	1
African American	11	142	4264	100	100	99	431	456	465	9	6	5	55	42	35	36	51	59	NA	2	1
Hispanic	191	1076	33608	100	100	99	451	455	462	7	6	6	46	43	36	47	51	57	NA	0	1
Asian/Pacific Islander	NC	36	2098	NC	95	99	NC	467	500	NC	11	2	NC	17	16	NC	69	75	NC	3	7
American Indian/Alaskan Native	NC	35	4128	NC	97	97	NC	468	464	NC	3	4	NC	29	39	NC	69	56	NC	NA	1
White	29	254	36213	97	100	99	448	468	489	3	4	2	52	38	22	45	58	72	NA	1	3
Students with Disabilities	28	221	10526	97	100	94	416	409	427	14	18	15	71	63	53	14	19	31	NA	0	1
Students without Disabilities	210	1323	69846	100	100	100	454	465	482	6	4	3	42	37	26	51	59	69	NA	1	2
Limited English Proficient Students	117	513	12747	100	94	97	442	439	432	11	10	12	46	49	52	43	41	36	NA	0	0
Migrant Students	NC	21	621	NC	95	97	NC	441	452	NC	5	9	NC	67	40	NC	29	51	NC	NA	0
Economically Disadvantaged	196	1183	38521	99	98	98	450	453	461	7	6	6	45	43	38	47	50	55	NA	0	1
Non-Economically Disadvantaged	42	361	41851	100	100	100	446	472	489	7	4	3	48	32	22	45	63	72	NA	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	167	1433	79306	100	100	99	480	478	504	25	26	13	28	28	20	38	38	49	9	8	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	81	711	38845	100	100	99	478	478	505	20	23	11	38	30	20	35	40	50	7	7	18
Male	86	721	40383	100	100	98	482	477	504	30	29	14	19	26	19	41	36	47	10	10	19
African American	NC	121	4171	NC	100	98	NC	466	485	NC	35	20	NC	28	26	NC	35	44	NC	2	10
Hispanic	144	985	32673	100	100	99	480	474	487	25	28	18	29	29	25	36	36	46	10	7	10
Asian/Pacific Islander	--	37	2147	--	95	99	--	497	539	--	11	5	--	30	10	--	43	46	--	16	40
American Indian/Alaskan Native	NC	16	4034	NC	100	97	NC	460	479	NC	44	22	NC	25	29	NC	31	43	NC	NA	7
White	11	274	36234	100	100	99	503	494	523	NA	16	6	18	23	13	73	46	52	9	15	28
Students with Disabilities	21	203	10286	100	100	91	436	437	462	71	66	41	14	19	27	14	14	27	NA	1	5
Students without Disabilities	146	1230	69020	100	100	100	486	484	510	18	19	9	30	29	18	41	42	52	10	10	21
Limited English Proficient Students	82	489	10291	100	96	96	463	462	458	38	36	38	33	33	34	24	28	26	5	3	2
Migrant Students	NC	22	630	NC	100	95	NC	473	478	NC	27	24	NC	36	27	NC	27	43	NC	9	6
Economically Disadvantaged	136	1078	37437	100	98	97	478	472	486	26	29	19	29	29	26	38	35	46	7	6	9
Non-Economically Disadvantaged	31	355	41869	100	100	100	489	495	521	23	16	7	26	25	14	35	45	51	16	15	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	167	1437	79000	100	100	98	461	464	489	22	21	10	31	33	24	46	43	58	2	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	81	713	38774	100	100	99	467	468	494	16	17	7	31	33	22	52	46	61	1	3	10
Male	86	723	40150	100	100	98	455	460	485	27	25	12	31	32	25	40	39	55	2	3	8
African American	NC	121	4153	NC	100	98	NC	463	476	NC	19	13	NC	41	30	NC	37	53	NC	2	4
Hispanic	144	987	32508	100	100	98	461	459	472	23	24	15	31	34	33	44	41	49	2	1	3
Asian/Pacific Islander	--	38	2142	--	97	99	--	476	510	--	8	4	--	42	14	--	42	67	--	8	16
American Indian/Alaskan Native	NC	16	4016	NC	100	96	NC	461	467	NC	31	14	NC	19	37	NC	50	46	NC	NA	2
White	11	275	36135	100	100	98	479	482	508	NA	14	4	27	25	14	73	53	67	NA	8	15
Students with Disabilities	21	207	9991	100	100	88	412	424	449	76	60	33	24	26	36	NA	14	29	NA	1	2
Students without Disabilities	146	1230	69009	100	100	100	468	471	495	14	15	6	32	34	22	52	48	62	2	3	10
Limited English Proficient Students	82	489	10199	100	96	95	441	446	439	35	33	35	39	39	47	26	28	18	NA	0	0
Migrant Students	NC	22	629	NC	100	95	NC	453	457	NC	27	22	NC	41	41	NC	32	37	NC	NA	1
Economically Disadvantaged	136	1082	37234	100	99	97	459	459	472	21	24	15	32	34	33	46	40	50	1	2	3
Non-Economically Disadvantaged	31	355	41766	100	100	99	469	480	505	23	13	5	29	28	16	42	52	65	6	7	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	167	1432	79611	100	100	99	475	484	496	11	10	7	47	39	37	41	50	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	81	713	39016	100	100	99	493	499	511	7	7	4	36	32	29	57	61	66	NA	0	1
Male	86	718	40519	100	99	98	458	469	482	15	14	10	58	47	44	27	39	46	NA	NA	0
African American	10	121	4188	100	100	98	NA	484	486	NA	12	9	NA	42	40	NA	46	50	NA	NA	0
Hispanic	143	983	32855	100	99	99	477	481	481	11	10	10	45	41	43	43	49	47	NA	0	0
Asian/Pacific Islander	--	38	2149	--	97	100	--	488	519	--	11	4	--	37	24	--	53	70	--	NA	2
American Indian/Alaskan Native	NC	16	3992	NC	100	96	NC	458	478	NC	19	10	NC	31	46	NC	50	44	NC	NA	0
White	11	274	36380	100	100	99	493	496	511	9	8	4	55	35	30	36	57	65	NA	0	1
Students with Disabilities	22	207	10664	100	100	94	396	419	440	41	32	23	59	52	54	NA	16	22	NA	0	1
Students without Disabilities	145	1225	68947	100	99	100	487	494	504	7	6	4	46	37	34	48	56	61	NA	0	1
Limited English Proficient Students	82	486	10362	100	96	97	453	461	438	17	16	22	52	47	57	30	36	21	NA	NA	NA
Migrant Students	NC	22	636	NC	100	96	NC	441	467	NC	32	14	NC	27	47	NC	41	38	NC	NA	0
Economically Disadvantaged	136	1078	37626	100	98	98	473	480	479	13	12	10	45	40	45	42	49	45	NA	0	0
Non-Economically Disadvantaged	31	354	41985	100	100	100	485	496	511	3	6	4	58	39	30	39	55	65	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	164	1460	79327	100	100	98	505	492	518	26	34	19	20	22	20	42	37	46	12	6	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	84	704	38961	100	100	98	508	495	520	21	29	16	21	25	20	46	39	48	11	7	16
Male	80	755	40295	100	100	97	502	490	516	30	39	21	19	19	19	38	36	44	14	6	16
African American	NC	132	4247	NC	99	98	NC	480	499	NC	43	27	NC	22	24	NC	33	41	NC	2	8
Hispanic	130	1009	32327	100	100	98	504	488	499	25	36	27	21	24	25	41	35	41	13	5	8
Asian/Pacific Islander	--	36	1939	--	100	99	--	518	556	--	17	6	--	17	10	--	50	47	--	17	36
American Indian/Alaskan Native	NC	39	4391	NC	100	96	NC	504	489	NC	23	32	NC	21	27	NC	54	36	NC	3	4
White	19	242	36373	100	100	98	521	512	538	21	25	10	16	16	14	47	46	52	16	13	25
Students with Disabilities	18	218	9321	95	99	87	444	450	467	72	71	54	28	15	22	NA	14	21	NA	0	3
Students without Disabilities	146	1242	70006	100	100	100	513	499	524	20	28	14	19	23	19	47	42	49	14	7	18
Limited English Proficient Students	66	468	9431	97	95	95	490	475	466	33	46	53	24	25	27	36	28	18	6	2	1
Migrant Students	NC	28	635	NC	100	94	NC	478	488	NC	46	31	NC	18	29	NC	32	36	NC	4	4
Economically Disadvantaged	138	1102	37097	99	98	97	503	487	498	27	37	27	20	23	25	41	34	41	12	5	7
Non-Economically Disadvantaged	26	358	42230	100	100	99	519	508	535	19	24	11	19	19	15	46	47	50	15	10	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	164	1461	79501	100	100	98	477	470	497	22	24	10	29	32	25	48	42	60	1	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	84	704	39062	100	100	99	482	476	502	20	19	8	29	32	23	50	48	64	1	1	5
Male	80	756	40368	100	100	98	473	464	491	24	29	13	30	33	27	45	36	57	1	1	3
African American	NC	134	4279	NC	100	99	NC	461	485	NC	31	14	NC	31	30	NC	38	54	NC	NA	2
Hispanic	130	1009	32389	100	100	98	476	466	478	21	26	16	31	36	34	47	38	48	2	1	1
Asian/Pacific Islander	--	36	1936	--	100	99	--	492	519	--	8	3	--	19	14	--	72	73	--	NA	9
American Indian/Alaskan Native	NC	39	4401	NC	100	96	NC	473	473	NC	23	17	NC	31	40	NC	44	43	NC	3	1
White	19	241	36446	100	100	99	494	489	516	21	16	4	21	22	15	58	59	73	NA	4	7
Students with Disabilities	18	220	9411	95	100	88	425	427	453	78	63	36	17	25	36	6	12	26	NA	0	1
Students without Disabilities	146	1241	70090	100	100	100	484	477	502	15	17	7	31	34	24	53	47	65	1	1	5
Limited English Proficient Students	66	468	9401	97	95	94	464	451	443	30	36	40	33	39	46	36	25	14	NA	NA	0
Migrant Students	NC	28	642	NC	100	95	NC	447	465	NC	39	24	NC	32	41	NC	29	35	NC	NA	0
Economically Disadvantaged	138	1101	37183	99	98	97	475	464	479	25	27	16	29	34	34	45	38	49	1	1	1
Non-Economically Disadvantaged	26	360	42318	100	100	99	491	487	513	8	14	5	31	28	17	62	54	70	NA	3	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	161	1461	80000	99	100	99	551	544	564	4	5	3	12	14	11	81	78	75	4	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	83	705	39288	100	100	99	555	559	579	4	3	2	11	10	6	80	82	77	6	5	16
Male	78	755	40644	98	100	98	547	531	549	4	7	4	13	18	15	82	73	74	1	2	7
African American	NC	130	4307	NC	97	99	NC	532	551	NC	5	4	NC	21	13	NC	74	75	NC	1	7
Hispanic	130	1013	32672	100	100	99	552	542	548	4	5	4	10	14	14	82	78	76	4	3	6
Asian/Pacific Islander	--	36	1945	--	100	99	--	579	592	--	NA	1	--	3	4	--	86	69	--	11	25
American Indian/Alaskan Native	NC	38	4424	NC	97	97	NC	545	549	NC	5	3	NC	11	14	NC	82	77	NC	3	5
White	19	242	36602	100	100	99	543	557	579	5	3	2	21	12	7	68	77	75	5	8	16
Students with Disabilities	17	217	9919	89	98	93	470	487	505	24	14	9	41	39	35	35	47	54	NA	NA	2
Students without Disabilities	144	1244	70081	100	100	100	561	554	571	1	3	2	8	10	7	86	83	79	4	4	12
Limited English Proficient Students	64	468	9571	94	95	96	546	523	502	3	7	10	16	22	29	77	69	60	5	2	1
Migrant Students	NC	28	654	NC	100	97	NC	519	534	NC	14	7	NC	18	16	NC	64	74	NC	4	3
Economically Disadvantaged	135	1100	37534	97	98	98	549	540	547	4	5	4	13	16	15	80	76	76	4	2	5
Non-Economically Disadvantaged	26	361	42466	100	100	100	565	559	578	4	3	2	8	9	7	85	81	75	4	7	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	137	1396	78546	100	100	97	512	519	543	28	25	15	28	26	18	41	43	52	3	6	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	707	38645	100	100	98	516	522	545	28	23	13	21	25	18	49	46	54	3	6	15
Male	69	686	39792	100	100	97	508	515	542	28	28	17	36	27	17	33	40	50	3	5	15
African American	13	126	4205	93	100	97	518	507	524	23	29	22	31	32	22	46	38	49	NA	1	7
Hispanic	99	948	31177	100	100	97	510	516	524	29	27	22	28	27	23	39	42	48	3	5	7
Asian/Pacific Islander	NC	36	1940	NC	100	99	NC	546	580	NC	11	5	NC	19	9	NC	53	53	NC	17	33
American Indian/Alaskan Native	NC	31	4689	NC	100	95	NC	528	515	NC	19	28	NC	13	25	NC	65	43	NC	3	4
White	21	252	36450	100	100	97	520	532	563	19	20	7	33	23	12	48	47	57	NA	10	23
Students with Disabilities	13	153	8093	100	100	82	478	471	489	54	66	50	46	29	24	NA	5	23	NA	NA	2
Students without Disabilities	124	1243	70453	99	100	100	516	524	549	25	20	11	27	26	17	45	48	56	3	6	16
Limited English Proficient Students	55	428	9323	90	94	94	498	506	491	40	30	47	29	33	28	29	34	24	2	3	1
Migrant Students	NC	17	674	NC	100	95	NC	509	515	NC	24	28	NC	41	27	NC	29	40	NC	6	5
Economically Disadvantaged	106	1005	34694	99	98	96	510	515	524	28	27	23	30	28	23	39	40	48	3	5	7
Non-Economically Disadvantaged	31	391	43852	100	100	99	520	529	559	26	20	10	23	21	13	48	51	56	3	8	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	137	1397	79045	100	100	98	487	488	512	18	17	10	38	37	25	42	44	58	1	2	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	707	38860	100	100	98	495	496	519	16	13	7	29	33	22	53	52	62	1	3	8
Male	69	687	40075	100	100	97	478	479	505	20	22	12	46	41	28	32	37	54	1	1	6
African American	13	126	4250	93	100	98	506	480	500	8	21	12	31	41	31	54	37	54	8	1	3
Hispanic	99	948	31314	100	100	98	483	484	493	17	18	16	44	39	34	37	41	48	1	1	2
Asian/Pacific Islander	NC	36	1949	NC	100	99	NC	510	536	NC	8	4	NC	25	15	NC	67	66	NC	NA	15
American Indian/Alaskan Native	NC	31	4719	NC	100	96	NC	493	489	NC	6	15	NC	39	39	NC	52	45	NC	3	2
White	21	253	36730	100	100	98	492	503	532	24	14	4	19	27	16	57	55	68	NA	4	12
Students with Disabilities	13	154	8552	100	100	87	441	440	463	69	59	35	15	36	40	15	5	23	NA	NA	1
Students without Disabilities	124	1243	70493	99	100	100	492	493	517	13	12	7	40	37	24	45	49	62	2	2	8
Limited English Proficient Students	55	428	9355	90	94	95	469	470	456	25	25	37	53	47	48	22	28	15	NA	NA	0
Migrant Students	NC	17	682	NC	100	96	NC	475	480	NC	29	23	NC	41	37	NC	29	39	NC	NA	1
Economically Disadvantaged	106	1005	34922	99	98	96	485	483	493	19	20	15	40	39	34	42	40	48	NA	1	3
Non-Economically Disadvantaged	31	392	44123	100	100	99	491	500	527	16	11	6	32	31	18	45	54	66	6	4	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	1399	79657	100	100	99	557	554	566	1	5	3	12	9	8	87	85	87	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	706	39120	100	99	99	565	571	580	1	2	2	7	5	4	91	92	92	NA	1	2
Male	70	690	40423	100	100	98	548	536	553	1	8	5	16	13	12	83	79	83	NA	0	1
African American	14	126	4290	100	100	99	561	555	560	NA	3	4	NA	9	9	100	87	86	NA	1	1
Hispanic	99	952	31642	100	100	99	556	551	552	2	5	5	11	10	11	87	85	84	NA	0	0
Asian/Pacific Islander	NC	36	1948	NC	100	99	NC	556	589	NC	6	1	NC	11	3	NC	83	91	NC	NA	4
American Indian/Alaskan Native	NC	30	4760	NC	97	97	NC	551	547	NC	7	5	NC	3	14	NC	90	81	NC	NA	0
White	21	252	36929	100	100	99	554	563	579	NA	5	2	19	8	5	81	87	91	NA	1	2
Students with Disabilities	13	155	9069	100	100	92	506	487	508	NA	20	11	54	32	30	46	48	58	NA	NA	1
Students without Disabilities	125	1244	70588	100	100	100	562	562	573	2	3	2	7	6	5	91	90	91	NA	0	1
Limited English Proficient Students	55	426	9521	90	94	96	544	537	507	2	7	13	16	13	24	82	80	63	NA	NA	0
Migrant Students	NC	17	694	NC	100	98	NC	551	546	NC	NA	5	NC	6	12	NC	94	82	NC	NA	1
Economically Disadvantaged	106	1006	35341	99	98	97	555	549	551	2	6	5	11	10	12	87	84	83	NA	0	0
Non-Economically Disadvantaged	32	393	44316	100	100	100	560	567	578	NA	3	2	13	7	5	88	90	90	NA	1	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District



Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	130	1437	78400	100	99	97	528	528	554	37	33	21	25	26	19	33	38	47	5	3	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	720	38686	100	99	98	524	528	554	46	32	20	22	28	20	25	38	49	6	3	12
Male	67	717	39636	100	99	96	532	528	554	28	34	23	28	25	18	40	38	46	3	3	13
African American	10	150	4193	100	98	97	NA	522	533	NA	38	32	NA	24	23	NA	36	40	NA	2	5
Hispanic	91	926	30732	100	99	97	521	522	534	44	37	31	24	28	24	29	33	40	3	2	5
Asian/Pacific Islander	--	38	1827	--	100	99	--	564	594	--	11	8	--	18	12	--	58	49	--	13	31
American Indian/Alaskan Native	NC	32	4536	NC	100	95	NC	521	528	NC	44	35	NC	25	25	NC	31	37	NC	NA	4
White	27	290	37038	96	99	97	552	546	575	19	19	11	26	24	14	44	51	56	11	6	19
Students with Disabilities	21	180	7840	100	97	81	480	480	498	81	77	60	10	14	18	10	9	20	NA	NA	2
Students without Disabilities	109	1257	70560	99	99	99	537	535	560	28	27	17	28	28	19	38	42	50	6	4	14
Limited English Proficient Students	44	383	8956	100	97	95	508	510	502	50	44	56	27	32	25	23	24	18	NA	0	1
Migrant Students	NC	20	676	NC	87	95	NC	508	523	NC	50	38	NC	25	25	NC	25	36	NC	NA	1
Economically Disadvantaged	98	943	33014	99	97	95	520	522	534	43	37	31	27	28	24	29	34	40	2	2	5
Non-Economically Disadvantaged	32	494	45386	100	100	99	554	540	569	19	25	15	22	23	15	47	46	52	13	5	18

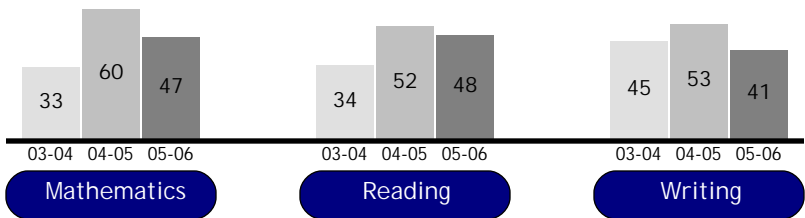
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	130	1439	79179	100	99	98	491	493	519	22	20	11	33	36	27	45	43	58	NA	1	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	722	38974	100	99	99	489	499	524	25	17	8	30	35	25	44	48	61	NA	1	5
Male	67	717	40124	100	99	97	493	488	513	19	23	13	36	38	28	45	38	54	NA	1	4
African American	10	150	4243	100	98	98	NA	491	506	NA	23	14	NA	32	32	NA	44	51	NA	1	3
Hispanic	91	928	30987	100	99	98	484	486	498	26	22	17	36	41	36	37	37	45	NA	0	1
Asian/Pacific Islander	--	38	1832	--	100	99	--	536	543	--	5	4	--	18	17	--	66	69	--	11	10
American Indian/Alaskan Native	NC	32	4573	NC	100	96	NC	489	494	NC	16	16	NC	44	41	NC	41	42	NC	NA	1
White	27	290	37467	96	99	98	512	512	539	11	13	5	19	28	17	70	57	70	NA	2	8
Students with Disabilities	21	180	8567	100	97	88	446	446	467	67	60	39	24	30	38	10	10	22	NA	NA	1
Students without Disabilities	109	1259	70612	99	99	99	499	500	524	14	14	7	35	37	25	51	47	62	NA	1	5
Limited English Proficient Students	44	383	9013	100	97	95	468	469	461	32	32	40	48	48	48	20	20	12	NA	NA	0
Migrant Students	NC	20	680	NC	87	96	NC	478	487	NC	30	20	NC	50	43	NC	20	36	NC	NA	1
Economically Disadvantaged	98	945	33345	99	98	96	486	486	499	23	23	17	37	41	36	40	37	46	NA	0	1
Non-Economically Disadvantaged	32	494	45834	100	100	99	507	507	533	19	15	7	22	29	19	59	55	67	NA	2	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	129	1438	79734	99	99	99	539	541	554	5	5	3	23	21	19	72	73	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	721	39243	98	99	99	543	552	568	2	4	2	26	16	12	73	79	85	NA	NA	1
Male	67	717	40413	100	99	98	535	531	541	7	6	4	21	27	26	72	67	70	NA	0	0
African American	10	152	4285	100	99	99	NA	542	548	NA	3	3	NA	23	22	NA	74	74	NA	NA	0
Hispanic	90	926	31254	100	99	99	528	535	539	7	6	5	27	24	25	67	70	70	NA	NA	0
Asian/Pacific Islander	--	38	1837	--	100	99	--	572	579	--	3	1	--	8	9	--	89	87	--	NA	2
American Indian/Alaskan Native	NC	31	4613	NC	97	97	NC	535	535	NC	3	4	NC	32	29	NC	65	67	NC	NA	0
White	27	290	37668	96	99	99	564	560	569	NA	3	1	15	13	13	85	83	85	NA	0	1
Students with Disabilities	21	179	8943	100	97	92	483	483	495	19	16	11	48	54	51	33	31	38	NA	NA	1
Students without Disabilities	108	1259	70791	98	99	100	549	549	561	2	4	2	19	17	15	80	79	83	NA	0	0
Limited English Proficient Students	43	380	9138	98	96	97	512	510	492	9	12	13	37	32	46	53	56	40	NA	NA	NA
Migrant Students	NC	21	687	NC	91	97	NC	503	528	NC	10	6	NC	38	28	NC	52	65	NC	NA	NA
Economically Disadvantaged	97	943	33718	98	97	97	529	533	538	6	7	5	28	25	26	66	68	69	NA	NA	0
Non-Economically Disadvantaged	32	495	46016	100	100	100	568	558	567	NA	3	2	9	15	14	91	82	84	NA	0	1

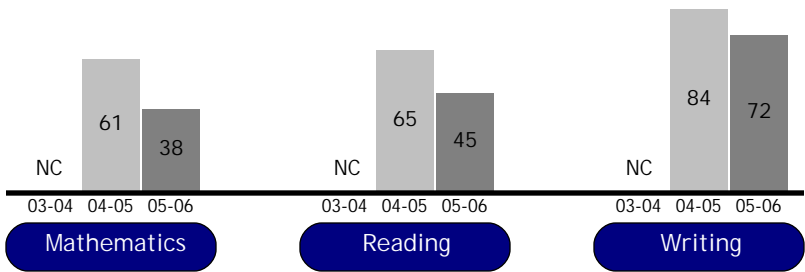
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.



## ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

### Glossary:

#### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

#### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

#### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

#### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

#### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
4	Reading	96	35	NA	56	100	33	36	48	100	28	34	52
	Language	96	35	32	52	100	36	37	49	100	35	35	52
	Mathematics	96	41	36	61	100	36	39	53	100	39	41	58
5	Reading	99	30	NA	55	100	41	37	50	100	32	37	56
	Language	100	29	31	49	100	41	36	50	100	35	35	54
	Mathematics	100	44	40	63	100	40	36	49	100	34	35	52
6	Reading	94	36	NA	56	100	40	41	51	100	46	37	56
	Language	95	30	28	48	100	36	36	47	100	37	32	50
	Mathematics	95	51	44	66	100	40	39	52	100	50	37	58
7	Reading	100	38	NA	54	100	55	39	50	100	35	35	54
	Language	100	47	34	58	100	50	41	52	100	39	39	58
	Mathematics	100	61	37	62	100	56	38	50	100	34	35	54
8	Reading	NC	NC	NA	55	100	46	40	51	100	39	41	58
	Language	NC	NC	27	52	100	48	41	50	100	41	41	56
	Mathematics	NC	NC	36	61	100	53	39	53	100	44	37	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Site Council

## Council Composition

2 School Administrator(s)  
 1 Non-certified Employee(s)  
 9 Teacher(s)  
 1 Parent(s)  
 0 Community Member(s)  
 0 Student(s)

## Council Duties

Ü Professional Development  
 Ü Instructional Strategies  
 Ü Curriculum Development  
 Ü Goal Setting  
 Ü Community Involvement  
 Ü Data Analysis

## Staffing Information for School Year 2005-06

## Position

## Number

## Position

## Number

Administrator	2.00	Teacher	38.00
Other Professional Staff	2.00	Teacher Aide	2.00

## Years of Teaching Experience for School Year 2005-06

## Experience

## Bachelor's

## Master's

## Doctorate

## Other

3 or fewer years	4	2	0	0
4 to 6 years	10	0	0	0
7 to 9 years	6	2	0	0
10 or more years	6	8	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	206
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

## Special Facilities

Ü Media Center Collection of 20,000+  
 Ü 2 Computer Labs

## Extracurricular Activities

Ü ELL Tutoring	Ü Boys and Girls After School Sports
Ü Reading Intervention Classes	Ü Writing Intervention Classes
Ü Math Intervention Classes	Ü Student Council
Ü Homework Club	Ü Technology

## Social Services

Ü Crisis Intervention	Ü Touchstone
Ü Social Worker	
Ü Health Clinic	
Ü Second Step	

## Indicators of Success Based on Historical Data from 2005-06

## School Achievements/Accomplishments 2005-06

- ü Teachers began to use student data to form flexible reading and math groups.
  
- ü Teachers organized extra classes after school and throughout intersession to help students who were having difficulty mastering the standards.
  
- ü Teachers were trained in SIOP, sheltered instruction, strategies for teaching ELL students.
  
- ü The school implemented a standards based grading system that was aligned with AIMS reporting.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	89	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Mensendick has zero-tolerance for violent behavior. There is mandatory visitor sign-in and identification on each visit. Volunteers must be finger printed. Peer mediation is taught and offered to students. Monthly safety meetings are held in order to identify possible safety hazards. A partnership with the City of Glendale has been developed to create a safe route to school plan. Quarterly analysis of discipline referrals and student accidents were monitored and shared with staff members and students.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S. 15-746.6) :

3
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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Diane Pesch	(623) 842-8260
Transportation Policy	Eric Kissel	(623) 842-8180
Community Resources	Cynthia Aguilar	(623) 842-8260
School Nutrition Programs	Barry Leimkuehler	(623) 842-8180
Parent Organization	Diane Pesch	(623) 842-8260
Student Health/Nurse	Jessica McLemore	(623) 842-8260

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.